



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 4

Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can explain what a text says using specific details from the text. (RI.4.1)
- I can make inferences using specific details from the text. (RI.4.1)
- I can determine the meaning of academic words or phrases in an informational text. (RI.4.4)
- I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)
- I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9b)

Supporting Learning Targets

- I can explain how an author uses reasons and evidence to support an opinion.

Ongoing Assessment

- Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces
- Tracking My Progress, Mid-Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing the Learning Target (5 minutes) B. Practice Using Opinion Words and Discussing Guiding Questions (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces (35 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Tracking Progress and Discussing Guiding Questions (10 minutes) 4. Homework <ol style="list-style-type: none"> A. Continue reading in your independent reading book for this unit at home. 	<ul style="list-style-type: none"> • The mid-unit assessment gauges students' ability to read and analyze opinion writing (aligned with RI.4.8). Students read and answer questions about an opinion piece with a particular focus on author's craft. Note that for teachers to assess students' ability to read and analyze a text on their own, the opinion piece is about a new topic. Thus, students must base their answers on their understanding of the text itself, rather than on background knowledge the class built together about the American Revolution. • The text used for the assessment, a broadside written from the Quaker perspective, will be used as a mentor text through the remainder of the unit as students write their own broadsides. This version, the Quaker Broadside: final draft, will be used alongside a second version introduced in Lesson 8, the Quaker Broadside: first draft. The first draft of the broadside will be analyzed and compared to the final draft used in this lesson as students revise their own writing. • Consider students who need testing accommodations: extra time, separate location, scribe, etc. • In advance: <ul style="list-style-type: none"> – Review: Back-Back, Face-to-Face protocol (see Appendix). – Post: Learning target.

Lesson Vocabulary	Materials
<p>summarize, reasons, evidence, opinion, perspective, influence, respectful</p>	<ul style="list-style-type: none"> • Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces (one per student) • Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces (answers, for teacher reference; see supporting materials) • Tracking My Progress, Mid-Unit 3 recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing the Learning Target (5 minutes)</p> <ul style="list-style-type: none"> • Post and read the following learning target: <ul style="list-style-type: none"> * “I can explain how an author uses reasons and evidence to support an opinion.” • Tell students that today they will complete an assessment based on this learning target. They have been making progress toward this target for the past several days. Reassure students that for the assessment they will not be doing anything new. • Ask students to turn to a partner and describe what this target means to them and what they anticipate for the assessment. Have a few pairs share out. • Explain that they will be reading an opinion piece and answering questions that focus on this learning target. They will do a round of Back-to-Back, Face-to-Face to refresh their memories and activate prior knowledge about reading opinion pieces so they are ready for the assessment. 	
<p>B. Practice Using Opinion Words and Discussing Guiding Questions (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to find a partner and arrange themselves for the Back-to-Back, Face-to-Face protocol. • After all students are standing back-to-back with a partner, explain to students that the first few questions are not directly related to the assessment. Ask the first question: “What is your opinion of school uniforms?” Give students about 10 seconds to think about their answer. • Tell students to turn face-to-face with their partner and each take a turn answering the question. • After about 30-60 seconds, ask the students to turn back-to-back again. Ask the next question: “What do you think the principal’s opinion of school uniforms is?” Give students about 10 seconds to think about their answer. • Tell students to turn face-to-face with their partner and each take a turn answering the question. • After about 30-60 seconds, ask the students to turn back-to-back again. Ask the next question: “What do you think parents’ opinion of school uniforms is?” Give students about 10 seconds to think about their answer. • After about 30-60 seconds, ask the students to turn back-to-back again. Ask the next question: “How does a person’s perspective influence their opinion?” Give students about 10 seconds to think about their answer. • Tell students to turn face-to-face with their partner and each take a turn answering the question. • Remind students that the last question is one of the guiding questions for this module. Ask a few pairs to share out their answer to the last question. 	<ul style="list-style-type: none"> • If some students are not familiar with the issue of school uniforms, consider substituting a question more relevant to your school or class. • Consider providing copies of Questions for Back-to-Back, Face-to-Face (in supporting materials) to students who struggle with auditory processing.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces (35 minutes)</p> <ul style="list-style-type: none">• Ask students to move back to their seats to prepare for the assessment. Distribute the Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces. Remind students of the importance of reading the text several times.• Point out the directions at the top of the assessment and clarify if needed.• Ask students to begin. Circulate to observe test-taking strategies and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely before beginning the assessment? Are they annotating the text or their assessment? This information can be helpful in preparing students for future assessments and standardized tests.• Encourage students who finish early to continue with their independent reading.	<ul style="list-style-type: none">• For ELLs, consider providing extended time for tasks and answering questions in class discussions. ELLs receive extended time as an accommodation on New York State assessments.• If students receive accommodations for assessments, communicate with the cooperating service providers about the practices of instruction in use during this study as well as the goals of the assessment.• For some students, this assessment might require more than the 35 minutes allotted. Consider providing students time over multiple days if necessary.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking Progress and Discussing Guiding Questions (10 minutes)</p> <ul style="list-style-type: none"> • Distribute the Tracking My Progress, Mid-Unit 3 recording form. • Ask students to take some time to reflect on their conversations during Back-to-Back, Face-to-Face and their experience with the assessment, then to fill out the tracking sheet. • Collect the Tracking My Progress sheets for additional assessment information on the learning target. • Ask students to return to their partner for one more round of the Back-to-Back, Face-to-Face. • After all students are standing back-to-back with a partner, remind them of the last question they discussed: “How does a person’s perspective influence their opinion?” Ask them to think about how they could discuss school uniforms with their principal and parents in a productive way. Give them 10 seconds just to think. • Ask the first question: “How can someone be respectful in sharing their opinion?” Give students 10 seconds to think about their answer. • Tell students to turn face-to-face with their partner and each take a turn answering the question. • Remind students that this question is another of the guiding questions for this module. Ask a few pairs to share out their answer to the last question. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Continue reading in your independent reading book for this unit at home. <p><i>Note: Be sure that students hold onto the opinion pieces from the first half of this unit in their writing folders. They will continue to reference them as mentor texts as they learn how to write their own opinion pieces about the American Revolution.</i></p>	



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Grade 4: Module 3B: Unit 3: Lesson 4

Supporting Materials



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Mid-Unit 3 Assessment:
Reading and Answering Questions about Opinion Pieces

Name: _____

Date: _____

Directions: Read the broadside below and answer the questions that follow.

Violence Is Not the Answer!

As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both the Patriots and the Loyalists. Colonists from both sides are pressuring us to take oaths and declare our loyalty, with threats of fines or prison if we do not. It is important, however, to stay uninvolved. Taking a side, either side, goes against our beliefs as Quakers.

One of our beliefs is to treat everyone equally. We believe in simple worship, honesty, and equality. Equality means we believe each person in this world is valued equally and that everyone should be treated the same. If we choose to fight, we are not valuing the side we fight against as equals.

Another of our beliefs is nonviolence. We need to refuse to join the Patriot army or support the war because doing so will lead to violence. Paying taxes that go toward the military means giving money to people who will use violence to get what they want. And, fighting in the army for either side will mean having to hurt or kill others.

Finally, we believe we should not take any oaths. The Bible tells us to always tell the truth, which we do, so if we are always honest, then taking an oath isn't necessary. We know this means you may be fined, put into prison, or called Loyalists and traitors. Getting involved in this war goes against everything we believe in. Do not do it!

Demonstrate your beliefs and stay out of the war!



Mid-Unit 3 Assessment:

Reading and Answering Questions about Opinion Pieces

Lexile 890

Written by Expeditionary Learning for instructional purposes

Sources:

- Nolt, Cynthia L., and Donald B. Kraybill. "Quakers." The New Book of Knowledge. Grolier Online, 2013. Web. 11 Dec. 2013.
- Our First Friends, The Early Quakers; from The Pennsylvania Historical & Museum Commission.
- http://www.portal.state.pa.us/portal/server.pt/community/history/20018/our_first_friends,_the_early_quakers/924490.
- Practicing Peace by Sylvia Whitman; Cobblestone, Nov-Dec 2008 v29 i9 p2(3).
- Quakers: The Religious Society of Friends; from <http://web.archive.org/web/20060828125831/religiousmovements.lib.virginia.edu/nrms/quak.html>.
- Rebellion: 1774–1775; from The National Humanities Center.
- <http://nationalhumanitiescenter.org/pds/makingrev/rebellion/text5/text5read.htm>.

Mid-Unit 3 Assessment:
Reading and Answering Questions about Opinion Pieces

Assessing RI.4.1, RI.4.4, RI.4.8, and W.4.9b.

Read each question and use the text to answer.

1. What is the gist? Write a short statement explaining what this broadside is about.

2. Which of the following statements best describes the author’s opinion?

- a. You should fight in the Patriot army.
- b. You should fight in the British army.
- c. You should not fight in either army.

3. Which line from the text best supports the answer to Question 2 above?

- a. “As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both the Patriots and the Loyalists.”
- b. “It is important, however, to stay uninvolved.”
- c. “Another of our beliefs is nonviolence.”
- d. “We know it means you may be fined, put into prison, or called Loyalists and traitors.”



Mid-Unit 3 Assessment:
Reading and Answering Questions about Opinion Pieces

6. Which word below has a similar meaning to the word *declare* as it is used in the following line from the text:

“... and declare our loyalty...”?

- a. ignore
 - b. announce
 - c. hide
 - d. reject
7. Which line from the text helps you to infer the meaning of the word *oaths*?
- a. “Colonists from both sides are pressuring us to take oaths and declare our loyalty ...”
 - b. “... with threats of fines or prison if we do not.”
 - c. “We know it means you may be fined, put into prison, or called Loyalists and traitors.”
 - d. “It goes against everything we believe in.”

Mid-Unit 3 Assessment:
Reading and Answering Questions about Opinion Pieces
(Answers, for Teacher Reference)

Directions: Read the broadside below and answer the questions that follow.

Violence Is Not the Answer!

As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both the Patriots and the Loyalists. Colonists from both sides are pressuring us to take oaths and declare our loyalty, with threats of fines or prison if we do not. It is important, however, to stay uninvolved. Taking a side, either side, goes against our beliefs as Quakers.

One of our beliefs is to treat everyone equally. We believe in simple worship, honesty, and equality. Equality means we believe each person in this world is valued equally and that everyone should be treated the same. If we choose to fight, we are not valuing the side we fight against as equals.

Another of our beliefs is nonviolence. We need to refuse to join the Patriot army or support the war because doing so will lead to violence. Paying taxes that go toward the military means giving money to people who will use violence to get what they want. And, fighting in the army for either side will mean having to hurt or kill others.

Finally, we believe we should not take any oaths. The Bible tells us to always tell the truth, which we do, so if we are always honest, then taking an oath isn't necessary. We know this means you may be fined, put into prison, or called Loyalists and traitors. Getting involved in this war goes against everything we believe in. Do not do it!

Demonstrate your beliefs and stay out of the war!



Mid-Unit 3 Assessment:

Reading and Answering Questions about Opinion Pieces
(Answers, for Teacher Reference)

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Sources:

- Nolt, Cynthia L., and Donald B. Kraybill. "Quakers." The New Book of Knowledge. Grolier Online, 2013. Web. 11 Dec. 2013.
- Our First Friends, The Early Quakers; from The Pennsylvania Historical & Museum Commission.
- http://www.portal.state.pa.us/portal/server.pt/community/history/20018/our_first_friends,_the_early_quakers/924490.
- Practicing Peace by Sylvia Whitman; Cobblestone, Nov-Dec 2008 v29 i9 p2(3).
- Quakers: The Religious Society of Friends; from <http://web.archive.org/web/20060828125831/religiousmovements.lib.virginia.edu/nrms/quak.html>.
- Rebellion: 1774–1775; from The National Humanities Center.
- <http://nationalhumanitiescenter.org/pds/makingrev/rebellion/text5/text5read.htm>.

Mid-Unit 3 Assessment:
Reading and Answering Questions about Opinion Pieces
(Answers, for Teacher Reference)

Read each question and use the text to answer.

1. What is the gist? Write a short statement explaining what this broadside is about.

Possible answer: This broadside is from the Quaker perspective and is trying to convince people to stay uninvolved in the American Revolution.

2. Which of the following statements best describes the author’s opinion?
 - a. You should fight in the Patriot army.
 - b. You should fight in the British army.
 - c. **You should not fight in either army.**
3. Which line from the text best supports the answer to Question 2 above?
 - a. “As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both the Patriots and the Loyalists.”
 - b. **“It is important, however, to stay uninvolved.”**
 - c. “Another of our beliefs is nonviolence.”
 - d. “We know it means you may be fined, put into prison, or called Loyalists and traitors.”

4. Read the line from the text and answer the question that follows:

“If we choose to fight, we are not valuing the side we fight against as equals.”

How does this reason support the author’s opinion?

- a. It explains what will happen to the Quakers if they do not join the Patriot army.
- b. **It explains one of the Quaker beliefs.**
- c. It explains the Quaker view on taxes.
- d. It explains why Quakers came to the colonies.

Mid-Unit 3 Assessment:

Reading and Answering Questions about Opinion Pieces
(Answers, for Teacher Reference)

5. Another reason the author uses to support his/her opinion about being involved in the American Revolution is: “Another of our beliefs is nonviolence.” Find one piece of evidence from the text that supports this reason and record it below. Explain why the evidence you selected supports the reason above.

Possible answer: The broadside says that fighting in either army would mean hurting or killing others. I think this supports the author’s reason that staying uninvolved in the war goes with their belief in nonviolence, because killing or hurting others is violent.

6. Which word below has a similar meaning to the word *declare* as it is used in the following line from the text:

“... and declare our loyalty....”?

- a. ignore
 - b. announce**
 - c. hide
 - d. reject
7. Which line from the text helps you to infer the meaning of the word *oaths*?
- a. “Colonists from both sides are pressuring us to take oaths and declare our loyalty ...”**
 - b. “... with threats of fines or prison if we do not.”
 - c. “We know it means you may be fined, put into prison, or called Loyalists and traitors.”
 - d. “It goes against everything we believe in.”

Tracking My Progress, Mid-Unit 3

Name: _____

Date: _____

Learning target: I can explain how an author uses reasons and evidence to support particular an opinion.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.



I understand some of this.



I am on my way!



3. The evidence to support my self-assessment is:
